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AUTHOR Dagley, John C.; Hartley, Duane L.
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ABSTRACT

Intended to assist counselors and other school personnel in their efforts to meet more effectively the life career development needs of public school students, this handbook describes the concepts of a comprehensive, needs-based career guidance program as well as specific steps and strategies for program development and implementation. (The concepts described in this document are based on a model developed by the Georgia Comprehensive Career Guidance Project, CE 018 130.) The handbook is divided into three chapters. The first chapter describes an emerging new concept of career guidance, current career guidance efforts in Georgia, and a comprehensive model that can be modified for effective local use. (This model encompasses the following three domains: life career planning, interpersonal competence, and work and life skills.) Chapter 2 presents a format for planning a local career guidance program by using a comprehensive model to define the parameters of career guidance. Chapter 3 describes exemplary implementation strategies and delivery systems. Sample activities and resources are included to provide school personnel with various methods for organizing and delivering career guidance processes. (BM)

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GUIDANCE, COUNSELING AND TESTING SERVICES
156 TRINITY AVE. ROOM 302
ATLANTA, GEORGIA 30303

CAREER GUIDANCE IN GEORGIA

A Program Development Guide

John C. Dagley and Duane L. Hartley

Assistant Professors
Department of Counseling
and Student Personnel Services
University of Georgia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 018 146

INTRODUCTION

This handbook should provide counselors and other school personnel with a guide to assist them in their efforts to meet more effectively the life career development needs of Georgia public school students. The handbook provides the concepts for comprehensive needs-based career guidance programs as well as specific steps and strategies for program development and implementation.

Several successful programs operating in Georgia have led to the recognition of the need for a more integrated structuring of career guidance practices. This publication describes in detail a *developmental integrated approach* to planning comprehensive career guidance programs and should serve as a guide that can be used by educators with programs in various stages of development.

The handbook is organized around three chapters. The first chapter presents an emerging new concept of career guidance, current efforts in Georgia and a comprehensive model that can be modified for effective local use. Chapter two presents a format for planning a local career guidance program by using a comprehensive model to define the parameters of career guidance. Chapter three describes exemplary implementation strategies and delivery systems. Sample activities and resources are included to provide school personnel with various methods for organizing and delivering career guidance processes.

CHAPTER I

During the last three decades, society has witnessed dramatic, ever-increasing changes in organizational structures and institutional values. Burgeoning technology has accelerated the rate of change to the point where an individual's relationships with other people and things are less and less enduring. Urbanization, population mobility, and emerging groups and movements seeking recognition have produced extensive psychological, sociological and economic disruptions. People express feelings of alienation, loneliness and despair. They are overwhelmed by the complexity of the ever-changing world of work and occupational specialization, and they are participants in a society whose products are either planned for obsolescence or packaged in throw-away containers. The whole society is characterized by impermanence.

The events and social forces that have affected the dramatic altering and restructuring of society have often disrupted and seriously challenged the institutions that have traditionally served as societal and cultural foundations. One such institution, the educational system, has responded with admirable success.

Whether called upon to develop scientists, provide equal education for all or prepare youth and adults for a participating and contributing role in a complex and highly mobile technological society, the educational system has responded with significant achievements. However, these successes and achievements have resulted in widespread dissatisfaction and frustration rather than approval and support; many achievements have only served to generate higher levels of expectations. For education, the consequences of success have been demands for greater and faster improvements, and more responsibilities and services.

Guidance became an important part of the expanded educational system, and guidance programs assumed a prominent role in the educational processes during this period. Although present to some extent throughout the history of public education, guidance flourished during the late '50's and early '60's. This growth typically occurred in response to an identified societal or institutional need, i.e. a need for scientists and technicians, a need for more efficient utilization of manpower, a need to personalize the socialization process, a need to combat drug abuse and a need for students to acquire employment skills.

To meet these needs, professional educators, representing federal and state department personnel, college and university professors, and local school administrators, set out to identify the goals, develop guidance programs and train guidance specialists to administer the program and provide the services. While this procedure afforded an adequate starting place, it excluded the student—the direct consumer of the program—from contributing to the development of the goals. Guidance consequently became a collection of services typically administered by counselors, and services and related guidance processes had to be modified or expanded to accommodate each newly identified problem or crisis.

Guidance produced results during this period, and the gap between society's expectations and the educational socialization process was appreciably reduced. Literacy improved, talent was identified and encouraged, scientists and mathematicians emerged and more youth with more skills sought post high school preparation. An unfortunate consequence of the program thrusts of this period was the disproportionate emphasis on higher education as an essential step in pursuit of career goals. At the same time, and to their credit, guidance workers persistently tempered the society-serving demands of government agencies and funding with a continued focus on the individual, his needs, rights and responsibilities.

An inherent danger of many of the educational thrusts of the post-war years was the possible loss of respect for individuals, their needs and choices. The counselors became identified with the role of protecting and promoting the humanistic goals of the individual and his rights to self-knowledge and

self-determination. And the primary process of the counselor became the one-to-one counseling relationship.

Guidance was attempting to be all things to all people and consequently sought to achieve too many vaguely defined, all-encompassing goals. Counselors were protecting the needs of individuals, striving for the accomplishment of such global goals as the self-actualization and optimal development of all children, responding to each new crisis with an addition or modification of their program, and attempting to accomplish all this primarily through a one-to-one counseling process for 400 or more students.

The social conditions of the late 60's and early 70's presented new demands and expectations, and education and guidance were again responsive. However, the strategies of the 50's and 60's which had been at least moderately effective were no longer sufficient to meet the needs. New strategies were necessary, and redefinition of role and function became the focus of the profession. More students needed help, and the one-to-one counseling was not far-reaching enough to provide the assistance necessary. Thus, the trend was toward group guidance and counseling, indirect strategies such as consultation with teachers and parents and the development of materials and activities for classroom use.

Need for Career Guidance

Despite the efforts of guidance personnel in redefining roles and in utilizing new strategies, sufficient evidence has emerged to indicate that the needs of students in several areas of personal development are not being met. In particular, the *career development needs* of students have often been neglected in guidance programs which have focused on such reactive processes as personal crisis-oriented counseling and indirect processes such as scheduling classes. Several national and state surveys of students have shown that counselors and other educational personnel are not communicating well enough with students to make much difference in their career planning and preparation. The American College Testing Program (Prediger, et. al., 1973) reported that half of the students polled in a national survey indicated that they had received little or no help with their career planning, and that 75 percent of the students felt that career planning was most important and wanted help.

As a part of their need for career planning students should receive help in developing decision-making skills. Confronted with increasing choices in such roles as student, citizen, consumer and worker, they need to be skillful in obtaining and evaluating information and resources to make informed decisions.

Value systems are no longer as constant or stable as when passed along intact from one generation to the next in earlier times. The changing and pluralistic society has contributed to a "values crisis" for young people (Walz, 1974). Increasingly, individuals are left to their own resources to find the values that direct and give meaning to their lives. "Who am I?", and "What do I want to do with my life?", are crucial questions for which they are seeking answers.

Students have a need for expanding their "experiential" awareness of the working world. Segregated from purposeful and active work roles as they spend an increasing amount of time in the formal educational structure, students have too few opportunities to either understand the characteristics of work and workers or to develop effective work habits. Familiarity with their parents' and neighbors' jobs is difficult in today's complex working institutions and bureaucracies.

Georgia Career Guidance Programs

In the mid and late 60's evidence accumulated that suggested guidance programs and services available to students were in some ways less than adequate. Particularly noticeable was the lack of systematic efforts to meet career development needs.

The State of Georgia, under the leadership of the Georgia Department of Education (Bottoms, 1971) and the University of Georgia, initiated several programs in response to these recognized student needs. The first efforts included a program which focused on the career exploration needs of junior high school students and a program designed to meet the special needs of academically disadvantaged high school students. These initial efforts were followed by the development for adoption/adaption of programs at all levels of education, kindergarten through adult.

A brief description of representative school-based career guidance programs and curriculum-based activities and units follows.

1. **Elementary Career Education Units**

   Extensive resources on career education and career guidance units were developed through various projects and workshops. These units and resources are designed for classroom and community use by teachers, grades K-6.

2. **Bread and Butterflies**

   Over 5,000 Georgia classroom teachers in grades four through six will be involved in this NIT curriculum series which integrates adult contacts, occupational information, community experiences, applied learning activities, interrelated subject matter, home-school-community projects, role playing, and group discussions with the regular intermediate grade course work. Instructional leaders were trained in six two-day workshops around the state on the concept of career education in "Bread and Butterflies." One part of the curriculum package consists of 15 films based on career development theory. "Bread and Butterflies" creates a demand for additional localized occupational resources and information geared to the needs and interests of elementary students and focuses on state and local career opportunities.

3. **Program of Education and Career Exploration (PECE)**

   A component of the career development program of Georgia, PECE is designed for the middle school/junior high level. Primarily it is a curriculum-based guidance approach intended to achieve career development goals through individual student participation in classroom activities and community work experiences. Classroom guidance activities include role playing, simulation, value clarification and decision-making exercises. In work settings the student carries out some of the actual tasks performed by employees, observes and spends time with an employee discussing the job and the employee's feelings about work. Group guidance sessions back in the classroom encourage students to describe their work activities and to share feelings, reactions and questions with other students. Through these discussions students are able to relate to different kinds of life and work roles and begin to identify the many factors and decisions involved in career planning and decision making. Related classroom activities correlate subject matter with experiences in the working community. Approximately 150 middle and junior high school programs are now operational.

4. **Mini-Exploratory Courses**

   Planned Learning Activities for Career Education (PLACE) are curriculum packages developed for use in middle and junior high school mini-exploratory courses. PLACE is designed to provide students with actual and simulated career exploration experiences in broad families of occupations. A series of mini-courses emphasizing occupational role playing in simulated work environments was developed to serve as electives chosen by each student according to his interests as he has identified them. The PLACE systems were established as a middle step in a career exploration curriculum sequence starting with PECE. A third-year program offers stu-

dents opportunities to further investigate and explore a single occupational area.

5. **Coordinated Vocational-Academic Education Program (CVAE)**

CVAE is designed to meet the special needs of academically disadvantaged students by providing successful experiences in the working community and in school geared to their interests and levels of achievement. These work experiences are used as a vehicle for mastering the abstract basic skills in math, science and communications. A team of academic teachers working with these students meets periodically with the CVAE counselor-coordinator to develop particular subject area lessons which correspond to the students' occupational studies and experiences. Group guidance sessions are important for two reasons: to help students make adjustments to actual work, and to help them develop social and emotional skills needed for a successful transition from a disadvantaged status to self-determination.

6. **Vocational Program for Handicapped Students**

This program is designed to provide exploratory, prevocational and vocational experiences for handicapped students. Guidance services and course work in communication and mathematics which are related to program activities, are coordinated through interdisciplinary approaches. Program planning and prescribing individualized student activities are accomplished through a cooperative effort by the student, parents and appropriate school staff. Group and individualized instruction is provided in personal development, job placement, career exploration and other areas affecting student planning, preparation and job entry.

7. **Job Placement**

In 1974 organized job placement programs began in 75 Georgia high schools. Broadly, job placement includes a wide range of career development activities such as exploratory work experiences, internship programs, volunteer youth programs, full- and part-time employment and job retention. Placement is an essential educational ingredient to aid very diverse student populations to make the transition into an increasingly complex world of work. Placement services is a cooperative school effort initiated and maintained by school guidance personnel, school vocational staff and various community and governmental agencies concerned with placement. Comprehensive placement programs have components relating to planning and management, student development, job development, a records and information system and follow-through activities. The emphasis in Georgia's placement model is career planning and in providing opportunities for students to gain experiences in the community to test and readjust career plans. Such plans include the student's immediate next step with options, short-range career plans with options and tentative long-range life goals.

Current career guidance efforts in Georgia have formed a solid foundation on which more comprehensive programs can be built. However, these special programs should be combined into a conceptual model which considers the developmental needs of all students. Such a model would provide the basis for more comprehensive, integrated programs.

CAREER GUIDANCE: CHANGING PERSPECTIVES

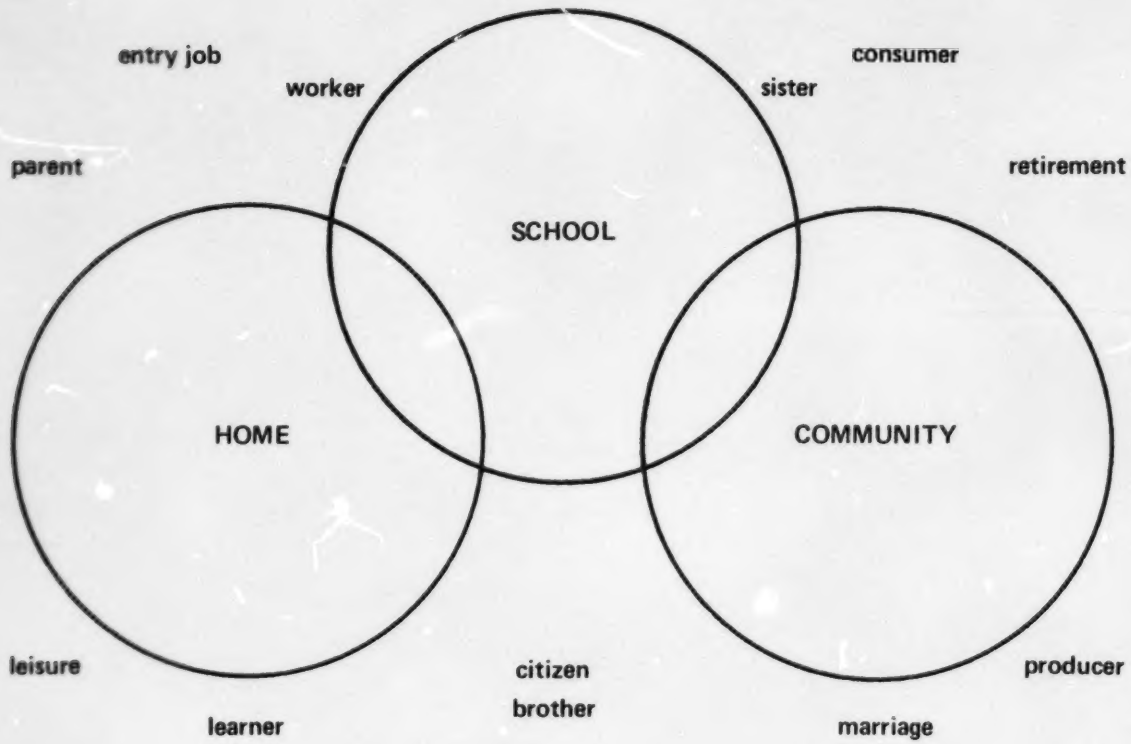
The heritage of the guidance profession is firmly rooted in the vocational guidance movement which emerged in the early part of this century. The focus of early vocational guidance processes was on providing individuals with assistance in making vocational choices. A counselor met with an individual to help him analyze himself, explore and analyze occupational information, and to make a one-time vocational choice which represented the best fit of the two sets of information. Thus, the emphasis was on a single occupational choice throughout the early years of guidance, a view which served as the foundation and conceptual model for the work of the majority of counselors. As more and more was learned in the areas of labor market information analysis and psychological measurement the model was refined and improved. However, this view of vocational guidance gradually lost its prominence as more recognition was given "to the importance of personality dynamics in vocational choice and adjustment, coupled with a rising interest in psychotherapy (Miller, 1973)." Also, the profession moved from the static conception of a one-time vocational choice to a more developmental view which emphasized the need for planned interventions throughout a person's life in all areas of development. As the two influences of personality dynamics and developmental concepts merged, school counselors began to focus less on students' vocational concerns and more on personal-social problems and educational planning. Guidance processes were developed to facilitate student growth and development in these areas. However, the acceptance of this view of guidance as serving the needs of students in three separate areas—vocational, educational and personal-social—led to fragmentation and overspecialization. Vocational counselors assumed responsibilities for working with the vocational problems of students, educational counselors focused on educational problems and scheduling problems, and yet others focused on personal problems, usually of an immediate or crisis nature. As various school and community pressures shifted so too did the priorities of the guidance staff.

A new developmental perspective of students' needs emerged to cause the guidance profession to re-evaluate the usefulness of viewing needs as if they exist independent from each other. The new perspective indicated that in a person's total development all needs are interrelated and interdependent. A new conception of guidance is called for which bases its rationale and processes on a developmental perspective of student needs. The conceptual framework described below offers the view that students' needs are integrated in the context of total human development. The life career development model represents a natural step in the evolution of the guidance profession because it utilizes a view of student needs as a foundation for designing developmental guidance programs.

FIGURE 1

Life Career Development

Settings—Roles—Events



A Conceptual Framework for Career Guidance

Life career development is defined as a person's development over his life span. The word life refers to all aspects of a person's growth and development throughout the various stages of life. The word career, usually confined to job patterns and sequences, viewed in the context of the model encompasses much more. It is defined as the multitude of life roles, settings and events which a person encounters in life. As depicted in Figure 1 a person experiences many roles—student, worker, consumer, citizen, parent; various settings—school, home, community; and several important events—formal education, entry level work, advancement and/or retraining, marriage, retirement. The word development reflects the ongoing changes a person experiences in growing and learning throughout life. Collectively, the words describe the process of personal growth in a manner that highlights the interactive and integrative aspects of persons with unique needs, abilities and life styles.

The Life Career Development Model

The life career development model (Figure 2) focuses on self development as effected through three basic interrelated domains—interpersonal effectiveness, work and life skills and life career planning. An underlying assumption of the model is that self-development is a function of a person's interaction with others in various life roles, settings and events. The basic domains are designed as representative of identifiable needs and desired outcomes and should not be considered exhaustive. The purpose of identifying such domains is to provide a functional focus for the planning of developmental career guidance strategies.

Interpersonal Effectiveness

Self-understanding and attaining interpersonal skills are the major desired outcomes in this student needs domain. A central focus of this area involves the development of positive feelings about self and others. An awareness of one's own characteristics of others and of the environment contributes to feelings of confidence and acceptance, outcomes which can be achieved through value development and clarification activities.

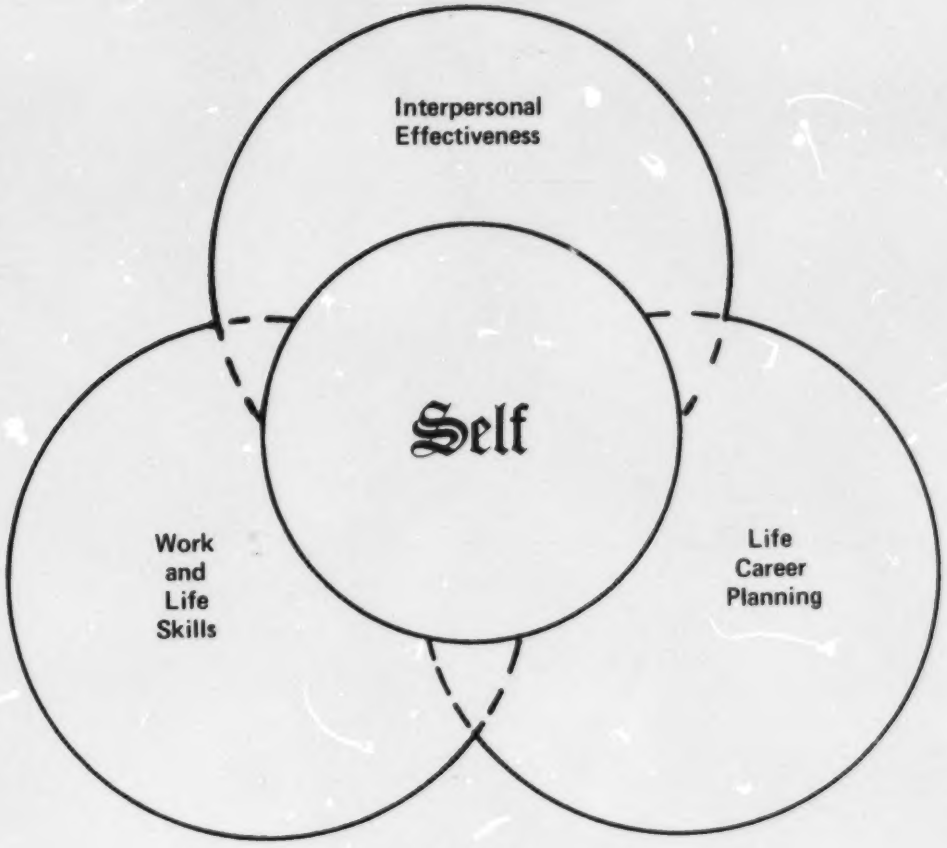
The changing nature of our society underscores the importance of students' achievement of goals in this domain. As human interaction and interdependence increase individuals need to improve their abilities to relate with others on both individual and group bases. To be able to develop and maintain meaningful relationships with others adds greatly to mental and physical health. Moreover, humanistic work and living conditions can be created or maintained through the development of cooperative attitudes and work habits.

Cooperation, involvement, commitment and the acceptance of responsibility are other important personal characteristics considered in this domain. The following represent additional student goals associated with this domain.

- Understanding characteristics of self and others
- Understanding the social environment
- Attaining a knowledge of independence and interdependence
- Learning the influence of others on one's own behavior and values
- Understanding interpersonal relations

FIGURE 2

Life Career Development Model



- Accepting responsibility
- Accepting social involvement and commitment

Life Career Planning

The development of decision-making skills is the primary goal for students in this domain. The complexity of modern society requires a high level of knowledge and skill in making informed and reasonable choices among the many alternatives encountered in daily life. Unprecedented pressures exist for young people to choose among an abundance of educational and occupational options. Responsible participation in community life also demands increasing degrees of knowledge in deciding on important social and political issues.

An uninformed choice is no choice. Students need to learn how to acquire, evaluate and process information needed for decisions in all areas of their lives. Confronted with conflicting values, they also need assistance in developing and clarifying their own behavioral standards and values.

A central focus of this domain is on the students' development of an experiential awareness of the psychological, sociological and economical dimensions of work as related to personal life career plans. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of education, work and leisure. The economic component refers to such considerations of occupational choice as amount of pay, number of hours, fringe benefits and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from education, work and leisure and the internal factors which affect this satisfaction. A desired outcome is for the student to associate planning to his future options in life. Personal freedom is influenced by the degree of control an individual has over his environment through confidence in his decision-making skills.

The following major goals provide the focus for this domain.

- Learning decision making skills
- Attaining desirable job skills
- Learning education/training alternatives
- Developing and clarifying personal values
- Acquiring a knowledge of the world of work
- Learning leisure values and options

Work and Life Skills

The content and activities of this domain of student needs are quite comprehensive in nature. Work and Life Skills should focus on the knowledge, attitudes and skills emphasized in social studies, mathematics, vocational education, fine arts, language arts, health education and consumer education. Preparation for a full and responsible participation in life is the primary desired outcome for students. While a technological working world requires entry-level occupational skills of a specialized nature, shifting trends of employment require preparation for a wide variety of jobs. A comprehensive career education program based on life career development concepts and principles can serve both of these needs. An emphasis on job/educational placement is also incorporated into the program of activities outlined in this domain.

Work is an integral part of life, and thus preparation for work deserves major attention. The development of basic life skills also deserves commensurate attention in educational programs. Therefore, this domain also focuses on skill development in areas of the various life roles, settings and events which an individual can expect to encounter. The following areas represent the student needs identified in this domain.

- Developing a sense of good citizenship and community involvement
- Developing good math and communication skills
- Acquiring a desire for continuous education
- Keeping good physical health
- Learning about parent/family roles
- Acquiring a good sense of consumer skills
- Acquiring entry-level occupational skills

Figure 3 contains a detailed outline of typical student goal areas as reflected in this model of Life Career Development Needs. The outline should be considered representative and not exhaustive.

FIGURE 3

Life Career Planning

I. **Development of Personal Characteristics**

- A. Abilities and limitations
- B. Attitudes
- C. Interests
- D. Needs
- E. Emotions and feelings
- F. Competence
- G. Physical appearance

II. **Acquisition of Decision-making Skills**

- A. Information processing
- B. Knowledge of habits and strategies
- C. Relationships of decisions to outcomes
- D. Development of values
- E. Knowledge of what decisions are important

III. **Acquisition of Planning Skills**

- A. Goals
- B. Lifestyle preferences
- C. Time-resource management
- D. Perspective of time in relation to goals (gratification delay)
- E. Responsibility

IV. **Knowledge of Education/Training Alternatives**

- A. Types of education available
- B. Knowledge of schools and programs
- C. Work-study type programs
- D. Apprentice programs
- E. Occupation requirements
- F. Advancement—education needed, opportunity for
- G. Knowledge of procedures—scholarships, admission requirements, costs, prerequisites

V. **Knowledge of World of Work**

- A. Awareness of different kinds of work
- B. Characteristics required in different occupations
- C. Different working environments
- D. Knowledge of occupational groupings
- E. Knowledge of types of workers in current demand
- F. Knowledge of psychological, social and economical aspects of different occupations

VI. **Development of Leisure Interests and Skills**

- A. Mental and Physical health considerations
- B. Costs
- C. Job-connected recreation, hobby opportunities

FIGURE 3

Interpersonal Effectiveness Goals

I. **Understanding the Social Environment**

- A. Knowledge of Interpersonal demands in various role/settings
  1. Peers in and out of school, at home
  2. Adults in the school, at home and in the community
  3. The opposite sex
  4. Authority figures in the school, at home and in the community
- B. Positive regard for society
- C. Development of a set of standards, beliefs, values and attitudes

II. **Developing a Sense of Social Involvement and Commitment**

- A. Awareness of the rights and responsibilities of self and others
- B. Development of a willingness to contribute to society
- C. Knowledge of the difference between independence and interdependence
- D. Development of coping and adjustment skills

III. **Interpersonal Relationships**

- A. Development of social contacts and interactions (social graces)
- B. Learning to control degrees of intimate contact with opposite sex
- C. Forming close friendships with members of both sexes
- D. Distinguish between degrees of interactions for different groups
- E. Grasp of own characteristics and knowledge of those of others
- F. Knowledge of how others influence one's own behavior and values
  1. Verbal and non-verbal means of expression
  2. Setting examples
  3. Imitating forms of behavior, styles, etc.
- G. Differentiating between private and public dimensions of thought and feelings

FIGURE 3

Work and Life Skills

I. **Development of Mathematical, Language Communication and Other Academic Skills**

II. **Development of Citizenship Skills**

- A. Rights and responsibilities
- B. Social involvement
- C. Participation in government and political activities

III. **Development of Good Physical and Health Habits**

- A. Exercise and physical fitness
- B. Good nutrition habits
- C. Good grooming habits

IV. **Development of Occupational Skills**

- A. Background academic requirements
- B. Knowledge of job requirements
- C. Knowledge of related subjects and skills
- D. Acquisition of entry-level job skills

V. **Development of Lifelong Educational Skills**

VI. **Development of Consumer Skills**

VII. **Acquisition of Parent/Family Knowledge and Skills**

VIII. **Acquisition of Employability Skills**

- A. Knowledge of how to look for work
- B. Facts about completing applications, references, etc.
- C. Facts about appearance when applying
- D. Facts about what is expected in line of work habits

COMPREHENSIVE CAREER GUIDANCE PROGRAMS

New career guidance strategies and techniques are required to meet the life career development needs of students. The responsibility for the implementation of a needs-based guidance system can no longer be delegated solely to the counselor. Fulfillment of guidance functions requires a *team approach.* Counselors, teachers, career development specialists, administrators and other educational personnel must develop new ways of working together. Individual and group counseling must be augmented with indirect and shared processes where counselors work with teachers and other school personnel in the personal development of students.

Career guidance activities should be designed to help students understand the functional relationships between school and the working world. The career guidance function must be *curriculum-involved* and not implemented through a group of isolated activities. Several national educational leaders believe the roles of the principal, the curriculum and teachers are just as important to the career guidance of students as the role of the counselor (Bottoms, Gysbers and Pritchard, 1970). The secondary school is in a strategic position to help students understand the importance of educational and occupational choices by providing relevant experiences as part of regular classroom instruction. Such a central, curriculum-involved role for career guidance is likewise strongly advocated by Pierce (1973), Deputy Commissioner of the U. S. Office of Education.

A curriculum-based team approach to career guidance will require counselors to spend more of their time in group guidance activities with students. In addition they will need more help from teachers. This will cause them to spend a considerable amount of time with individual teachers and with inter-disciplinary teams of teachers to prepare curriculum-based guidance activities.

Figure 4 portrays a basic model for the design of new career guidance processes. The model advocates establishing an organizational system for career guidance processes prior to the identification of individual activities. This step ensures that a series of strategies and responsibilities can be designed on the basis of need rather than on current operations or the status quo. An organizational schema will mandate that some processes or activities be identified in each major area.

Curriculum-based Content and Strategies

The major assumption is that there are guidance-related understandings and skills which all individuals need as they grow and develop. Regular and systematic contact is required to achieve goals in these areas of student needs. Various strategies might include scheduled courses, special mini-courses of varying lengths, task groups and coordination of community experiences. Typical content might focus on such student needs as values development and clarification, career exploratory experiences and decision-making.

Individual Development Responsibilities

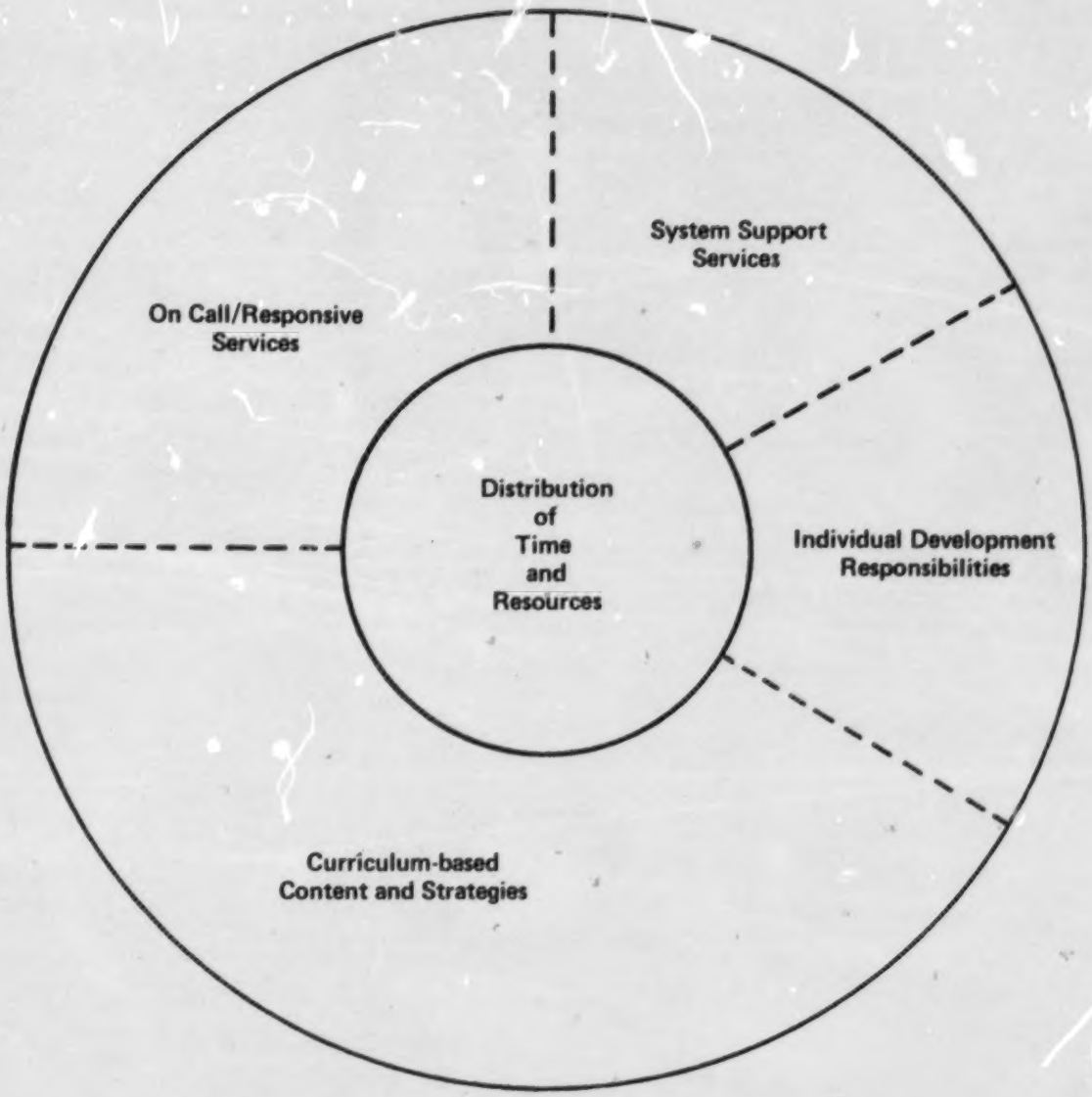
Each student needs to have someone in the school who is responsible for helping plan his/her experiences. This requires a high degree of familiarity and involvement above and beyond (yet including) the scheduling of courses. Typical activities might include in-school and out-of-school events. Other processes would involve planning sessions and individual assistance. Teachers and administrators would be directly involved in fulfilling these responsibilities.

On Call/Responsive Services

Counselors, and to a lesser extent other school personnel, would be expected to be available as needed by students, directly or indirectly. In addition to individual and group counseling sessions, this area of processes might include crisis situations, information-advisement, developmental growth

FIGURE 4

Career Guidance Processes: A Quality Control System



activities for students, community contact work and parent consultation. These processes might be carried out in a variety of settings—career guidance center, local businesses, homes, classroom and community agencies.

System Support Services

Many needs of students can be met most effectively on indirect bases such as orientation, testing, scheduling staff development and placement processes and other activities of a long-term nature. The counselor would be involved in this area more often than other members of the career guidance teams.

Career guidance and career education efforts must be systematically interrelated, as depicted in Figure 5, if the life career development goals of students are to be effectively served. A significant contribution of career guidance in a comprehensive program is to help students develop understandings and skills in the areas of life career planning and inter-personal effectiveness. Another contribution is helping students relate basic learning skills and occupational education to this need for basic work and life skills. Together, the two educational thrusts promise to add meaning and relevance to educational experiences.

There are numerous strategies and techniques which could be included in comprehensive career guidance programs on a K-12 basis. A few are identified in Figure 6. The representative processes are listed to demonstrate (1) the interrelationships of career guidance and career education activities, (2) a possible sequencing of activities on a developmental level basis, and (3) the degrees of direct or shared responsibilities for implementation by various school personnel. Special note might be made of the increasing roles which could be assumed by paraprofessionals.

FIGURE 5

Life Career Development

Career Education and Career Guidance

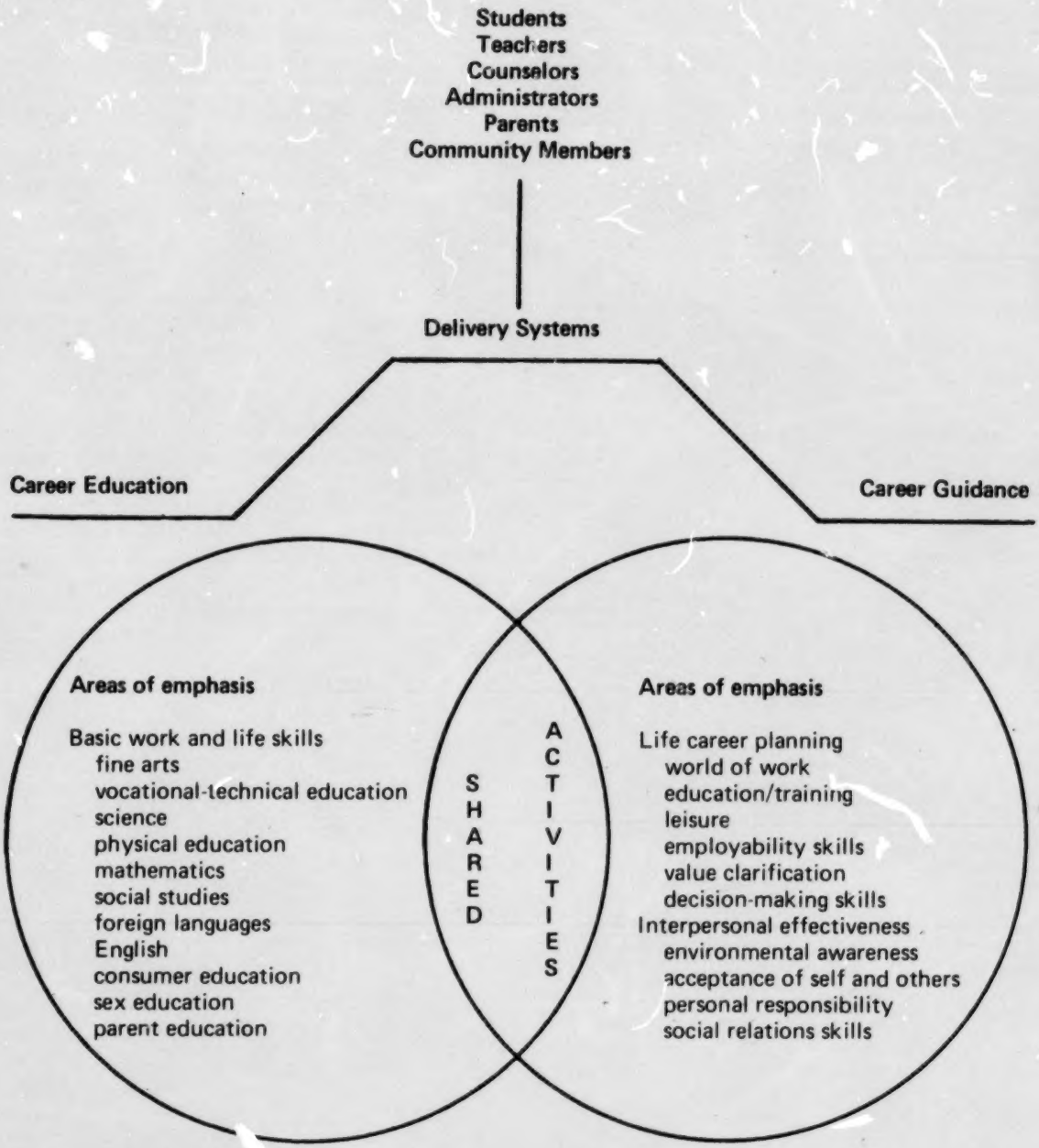


FIGURE 6

Life Career Development

K-12 Programs and Processes

Level	Career Guidance	Responsibility		Career Education
K-6	Self awareness groups	Counselor	Teacher	Classroom career units
	Classroom awareness activities	C – T	T – C	Fusing activities
	Interpersonal skills group	Counselor	C – T	"Bread and Butterflies"
	Classroom interpersonal activities	C – T	Teacher	Basic skills content
	Counseling groups and individuals	Counselor	Teacher	Humanities content
	Parent consultation	Counselor	Teacher	Fine arts – music
	Teacher consultation	Counselor	Teacher	Field trips
	Assessment	C-Para		
	Record-keeping	Para		
7-9	PECE	T – C	T – C	PLACE
	Value clarification activities	C – T	T – C	Fusing activities
	Decision making activities	C – T	T – C	Interlocking
	Group and individual counseling	Counselor	T – C	Classroom career units
	Individual and counseling planning	Counselor	Teacher	Basic skills content
	Personal development	T – C	Teacher	Humanities content
	Interpersonal relations activities	T – C	Teacher	Fine arts and music
	Parent consultation	Counselor	Teacher	Field trips – community experiences
	Teacher consultation	Counselor		
10-12	CVAE	T – C	Teacher	Vocational courses
	Value clarification activities	C – T	T – C	Fusing activities
	Career guidance center	Para-C	T – C	Interlocking activities
	Community information and placement	Para-C	Teacher	Classroom career units
	Group and individual counseling	Counselor	Teacher	Basic skills content
	Planning and decision-making	C – T	T-C-Para	Extra-curricular interest clubs
	Self-acceptance activities	C – T	T-C-Para	Mini-courses
	Record-keeping	Para	Para	Community surveys
	Supervision of peer counseling	Counselor	Teacher	Humanities content

SUMMARY

Some improvements need to be made in our educational programs to meet the current and future career development needs of students, especially in the area of career guidance. Comprehensive career guidance programs need to be developed and implemented in a manner commensurate with other major educational programs. Career guidance must be seen as a priority program equal and complementary with curriculum and instruction. To the concern for the intellectual development of individuals must be added an equal concern for their personal development. To accomplish this kind of change guidance must move from an ancillary (subordinate-supportive) crisis-oriented, quasi-administrative collection of services to a comprehensive developmental conception based primarily on students' needs and societal requirements. The traditional conception of guidance as consisting of such services as orientation, information, testing, counseling and placement is no longer adequate. Evidence gained from experience with this conception guidance for several years has proven that ancillary services produce ancillary results. Guidance processes derived from the ancillary services model have often times served the educational "system" more effectively than students and their needs.

CHAPTER II

Program Planning and Management

The development and implementation of a comprehensive career guidance program requires the cooperative efforts of a considerable number of people over an extensive period of time. Counselors and other educational personnel who contribute to career guidance programs face heavy time demands in meeting their daily responsibilities. Thus, the task of finding time to plan new or improved programs is quite formidable. Guidance programs typically have been assisted by a guidance committee, and, as Georgia schools have moved increasingly toward implementing career education programs, career education committees have been identified. Since these two committees often have overlapping memberships a new career guidance committee with responsibility for both efforts can save some time. In other cases, in-service and planning days can be more effectively utilized by providing the career guidance committee more free time to plan and monitor their program efforts. Additional support in the form of periodic released time will need to be obtained from administrative personnel in some cases. Planning time can also be obtained through specially funded grants from the Georgia Department of Education in a very limited number of cases. While these methods might produce some of the additional time required for strengthening programs, more important changes must be made by career guidance personnel. These changes, as described in Chapter 1, involve the restructuring of career guidance process strategies to include evaluation and planning time as on-going functions and efforts of the comprehensive program. New priorities must be set as outlined in Figure 4 regarding the allocation of time and resources in career guidance. The remainder of this chapter will focus on an approach to program planning and management tailored to meet the life career development needs of students.

The Career Guidance Committee

The most important initial step in the development of a comprehensive program involves the establishment of a career guidance committee. The responsibilities of the committee will be far-ranging, from advice-giving to decision-making. The blue ribbon committee will function as the planning and management control center for the operational career guidance team. The committee will appoint sub-committees as needed on a special function basis. For example, a sub-committee on evaluation or staff development might be appointed, or a community advisory sub-committee. The committee membership might include such personnel as

Guidance director (chairman)
Counselors
Career development specialists (PECE, CVAE, etc.)
Vocational supervisors
Curriculum coordinators
Principal
Teachers (representative of disciplines and grade levels)
Librarian
Related paraprofessionals
Students
Community representatives

It is not imperative that all of the above personnel become members, for the committee must be of an operational size not to exceed seven or eight in number. It should be organized and viewed as a *working committee.*

A Systems Approach

A graphic view of a systems approach to program planning and management is presented in Figure 7 as an example which some committees may choose to adapt or adopt. Faced with the responsibilities to identify priority needs, to design staff development activities, and to organize appropriate career guidance strategies and techniques, the committee needs to be systematic and purposeful in its planning and decision-making. A systems approach has several characteristics of value for planners.

Comprehensive—Consideration is given to the outlining of all steps involved in program development, from planning to evaluation.

Developmental—Goals and objectives of one grade level are interrelated with those of another.

Continuous—Each series of steps leads to the next series as in the case of year-end evaluations being used as the first set of data in the following year's needs assessment.

Logical and specific—Long-term goals and global plans are broken down into achievable and recognizable steps.

Objective-based—Measurable student outcome objectives are the focus of process objectives and basis of identifying process-outcome relationships.

Needs-oriented—Starts and ends with the process of analyzing student needs.

Organizational perspective—Describes interrelationships of specific program elements.

Various other approaches to program planning (Jones, et. al. 1975) have more limitations than a systems approach. The intuitive approach, based on the collective hunches and opinions of the committee, can contribute some subjective data to program planning. However, more stable and accurate information should form the basis for program development. Another approach is to not plan—but to respond to immediate needs of students and the schools. The crisis approach to planning is reactive and responsive, rather than proactive and developmental as is a systems approach. Yet another alternative approach to program planning and development is the Action-Program Model, where visible action seems to be more important than planning evaluation-based sequential activities which are interrelated (rather than added on to) with on-going program thrusts.

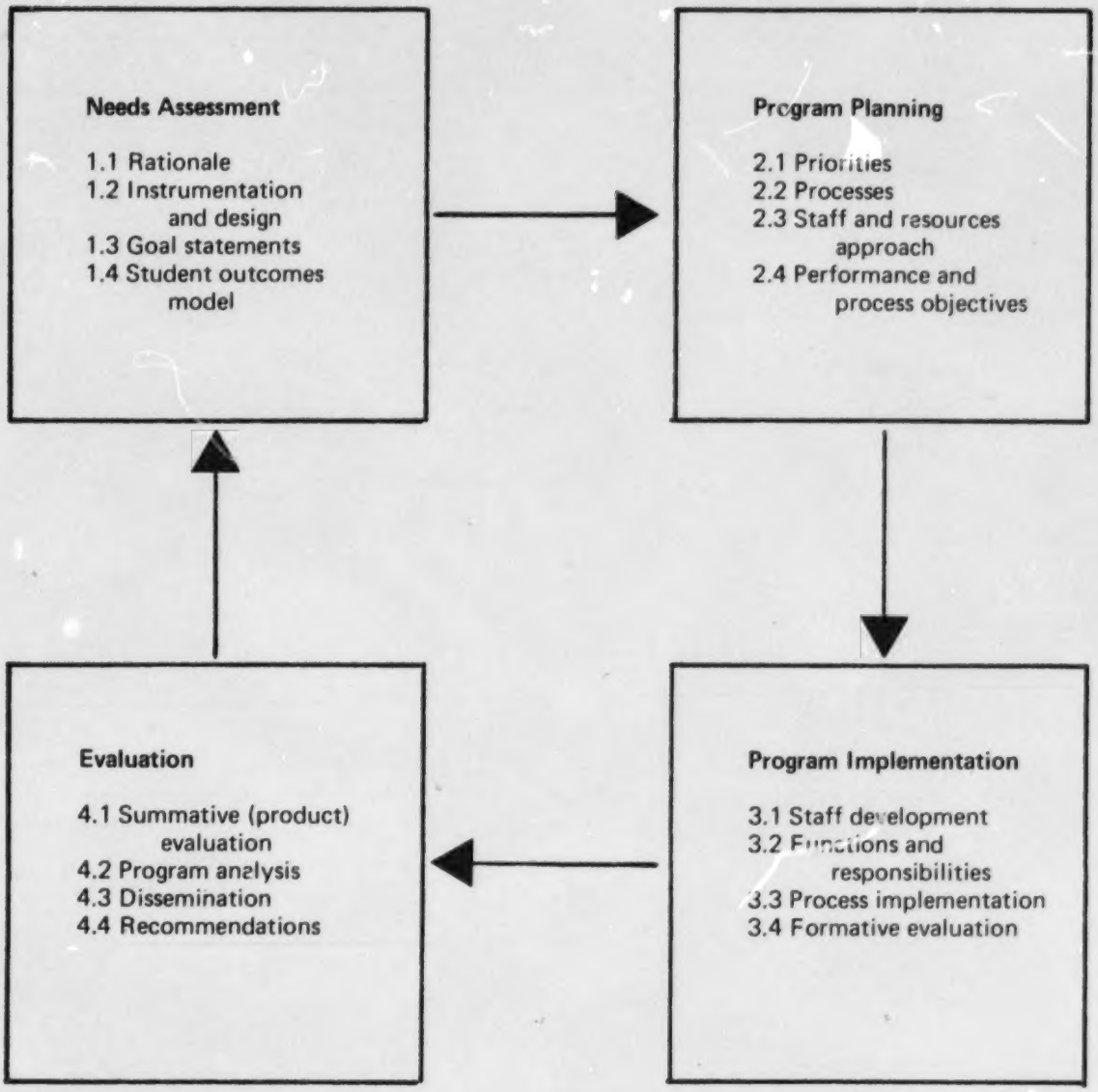
To the credit of Georgia counselors and state leadership personnel, the systems approach to program development is not new or foreign (George and Roseberry 1974). State and regional workshops have been conducted to assist counselors in the designing of "guidance by objectives" programs. The planning and management model described below is provided to exemplify the specific steps which career guidance committees might follow in implementing a comprehensive program.

Needs Assessment

The identification of the life career development needs of students is the logical starting point for a career guidance committee assigned the responsibility to improve or develop a comprehensive program. This very important initial step has been neglected too often in traditional program improvement efforts which have started and ended with a review and analysis of the services offered. This approach tends to perpetuate the services, even as improved, regardless of the relationship to current student needs. It is imperative that services and processes be identified subsequent to the determination of student needs. A needs assessment study insures that career guidance processes change in accord with changing student needs.

FIGURE 7

Systems Model for Program Planning and Management



The questions asked determine the nature of the answers. Thus, a needs assessment study can be conducted only after the committee has developed a basic rationale or philosophy. The most effective procedure to follow is for the committee to develop a tentative model of desired student outcomes. What attitudes, skills, characteristics and understandings should a student have or possess upon leaving school? The committee can use several sources of information in developing this student outcome model such as career development literature, state guides (such as this handbook), employers questionnaires, parent and community groups and statewide testing results. Brainstorming sessions with students, teachers and other counselors can also provide valuable input into the deliberations of the committee. The resulting model provides the committee with some areas on which to focus the needs assessment study. The next step is to identify and choose among the various techniques and instruments designed for use in such studies.

Common techniques include questionnaires, student interviews, follow-up studies, analyses of various school records, career development inventories and knowledge tests. While the expense and complexity of implementation varies considerably, each of these techniques can produce desirable results. Another technique, and one that is recommended by the authors, is for the committee to develop a series of statements which reflect possible student needs. These statements should be derived from the model of desired student outcomes already developed by the committee as a conceptual guideline and rationale.

These statements can be placed on index cards and administered to a representative sample of students, teachers, parents and employers. For students, the statements might begin with the words *"I need"* and for others, *"Students need."* Typical statements might include

to feel less lonely
to develop more effective study skills
to understand the relationship of school subjects and future work
to develop job interviewing skills
to understand how my values influence my decisions

Once the card-sort has been conducted and results tallied, goal statements can be written for those needs identified by a certain number of respondents. This number, or criterion level, can be set prior to administration by the career guidance committee. A typical goal statement might read—"For the student to develop planning skills."

The final step in the needs assessment study is to modify the student outcomes model in accord with the results of the card-sort administration and other techniques utilized. This revised model then becomes a composite view of the life career development needs of students in the particular school or school system.

Program Planning

Guidance programs can not be all things to all people. Consequently, priorities must be set by the career guidance committee. A first step in this phase of program development is to group the identified needs and related goal statements by common areas. These areas will most likely reflect the major areas of the previously developed student outcomes model. Priority goal areas then become the focus for the identification of career guidance processes.

The next step for the committee is to develop a conceptual schema for the identification and organization of process strategies and techniques. It is important for the committee to avoid at this point the perpetuation of the status quo in identifying processes. By developing a model, such as the one depicted in Figure 4 and described in Chapter 1, the committee will facilitate the identification of new processes and new cooperative strategies among all educational personnel in an effort to meet

the priority goals. Once the model is developed, the committee can identify a series of activities within each process category to achieve the goals. Sample processes might include

Work experience programs
Simulation activities
Peer counseling groups
Mini-courses on various topics
Achievement motivation training
Field trips
Values clarification groups
Counseling
Out-of-class contact with faculty
Career guidance center
Decision-making training
Placement
Human relations training
Study skills training
Parent communication sessions

Since there is a realistic limit to the expectations for change in daily responsibilities of counselors and teachers the committee should set priorities for implementation. As with the student outcomes model it would be anticipated that implementation of the total model would occur in time.

Who can do what? Are the necessary resources—facilities, personnel and materials available? What kinds of process competencies are required for the implementation of such a strategy or technique? Such questions as these constitute the focus of a staff development needs assessment. This step in program development may necessitate the appointment of a special subcommittee by the career guidance committee. In turn, the subcommittee may seek the assistance of central office staff, state leaders and nearby university personnel in counselor education and vocational education. The central focus is on the identification of staff development programs and activities to help local staff acquire or improve the competencies required to implement new process strategies and techniques. Support from the administration is especially crucial in this step of program planning.

The final step in this phase involves the writing of student performance objectives and staff process objectives. Goal statements can easily be translated into student performance objectives by identifying the specific behaviors, attitudes, skills or characteristics which the student is expected to demonstrate upon goal achievement. The main concern in objectives-writing is to use measurable terminology. Several performance objectives may be written for a single goal statement. Rules for writing process objectives are similar. In addition it is important to identify the target population and to describe the resources and materials required for the implementation of the process or the series of related activities.

Program Implementation

Staff development activities designed in the planning phase are conducted as an initial step in the program implementation phase. These activities should take place on a continuous basis over an extended period of time. The needs of local personnel will, of course, determine the extent and type of training required. For this step to be carried out effectively new arrangements and relationships must be developed among local systems, training institutions and state department leadership personnel. Also counselors and teachers can develop new ways to train each other in various new strategies. As new certification systems are being projected in Georgia relative to competency-based education, it is apparent that the whole area of staff development promises to provide several dramatic and innovative strategies and techniques.

Specific functions and responsibilities need to be assigned to various members of the career guidance team prior to full program implementation. The process model developed in the planning phase can be fully implemented in this phase. The committee will need to monitor progress of the various functions and functionaires during implementation and make necessary changes. One of the ongoing responsibilities of the career guidance committee is to acquire, and/or provide for the development of materials and other resources which were unanticipated during planning.

Evaluation

If performance objectives were well-written in the earlier phases, evaluation is a comparatively simple task at the end of a year's program efforts. Prior to the actual conduct of the summative evaluation, the committee will need to check on the availability of all required instruments and to solicit the cooperation of all school personnel in providing sufficient time and support. In some cases this can be a major public relations campaign, because evaluation efforts oftentimes create defensive and blocking behaviors.

Results should be analyzed and disseminated to the various publics involved. The data should be described through several kinds of media and at differing levels of complexity.

Recommendations for changes in goal priorities, expected performance levels and in process strategies marks the final task of the committee.

The implementation of a comprehensive career guidance program is a complex task. While major attention has been devoted to the roles and responsibilities of the career guidance committee in this chapter, it is apparent that the operational team will, of necessity, involve all concerned school personnel. The career guidance program will be successful to the extent that it is seen as a priority commensurate to the regular instructional program.

SUMMARY

There are several issues and concerns related to the implementation of a needs-oriented, objectives-based career guidance program. Some words of further explanation and caution are provided here to highlight some of these issues and concerns about a systems approach to program planning and management.

Systems Designs

Many people have associated complicated flow charts and elaborate diagrams with the systems approach. This does not have to be the case. Pictorial graphs merely help to make the full program more understandable.

Unmanageable Lists

Too often an objectives-based approach results in a program innundated with goals and objectives. It must be kept in mind that an unmanageable list is little better than no list at all. If a list of objectives and goals has been developed which is too long there is a good chance that there has been an overemphasis on specificity and an underemphasis on the establishment of priorities.

Accountability

In the end, although student outcome goals are the basis for the career guidance objectives, the career guidance team is mainly responsible for its processes on a short term basis. A person is responsible for his own behavior. We cannot be fully responsible (and therefore accountable) for another's behavior, in this case attainment of target outcome behaviors or characteristics. However, in the long run, career guidance programs are responsible for the students' attainment of objectives. The difference is slight but important. Formative and summative evaluation exercises affect our retention, modification and/or elimination of guidance processes if the processes do not contribute to student attainment of the objectives associated with the objectives.

Perpetuation of Status Quo

One thing to be careful of is to not allow the processes in use at the present time to dictate the type of processes used in the future. Processes have importance only in relation to specific objectives and, thus, cannot stand alone. It's also important to bear in mind how institutional goals can oftentimes overshadow or dictate the objectives for students and processes of staff.

Complexity

When writing objectives it is easy to attend to the specific, concrete, discrete and easily identifiable skills. Higher order knowledge and skills are a bit more difficult to define and are often not included as program objectives. Do not avoid these as they make up the most important aims of the career guidance program. Appreciation, emotional maturity and valuing are more difficult goal terms to pinpoint, but acceptable objectives can be written for them.

Avoidance of Certain Areas

There is a tendency to not measure what we need to measure. Sometimes it produces a better success record to emphasize areas of few problems or interferences areas of intellectual development as compared to personal-social areas; or the college-bound as compared to those who are work world bound; also, the disadvantaged, handicapped and minority populations.

Teach the Test

This natural tendency extends to career guidance personnel when they're operating in a guidance-by-objectives program, and that's alright. Outcomes are the crucial points of concern and if certain objectives have priority, then those should be emphasized. This issue is a moot one.

Accountability is Power

This is true. That is why it is so important for career guidance teams to establish their own system of outcomes and processes before an external system is forced from outside.

Mechanistic and Anti-Humanist

Safeguards must be built into the program to insure that some of the more nebulous and holistic goals are not lost in the shuffle. This can be met by simply including some objectives in the career guidance program which are amenable to more subjective types of evaluation—as long as these are not dominate in quantity.

Pre-set Goals Are Not Personal

Career guidance workers need to set some goals and objectives before they are fully acquainted with the needs of their students (of the new year). Some critics feel that this situation defeats the actual purpose of guidance by objectives—to personalize services and processes. A continuous feedback cycle as depicted in Figure 7 offsets this concern.

Narrowly Prescriptive

Criticism has been evident in the ranks of some who fear that objectives dictate processes, and that there would not be room for *multiple approaches* to the *delivery of processes.* Actually, since student outcome is the center of attention, career guidance workers are free to direct any efforts to help students achieve those objectives, as long as they meet their staff responsibilities.

CHAPTER III

Personnel, Facilities and Activities

Traditional guidance facilities usually consist of an office or suite of offices designed to provide on-call one-to-one counseling assistance. Such an arrangement frequently includes a reception or waiting area which often serves as a browsing room where students have access to displays and/or files of educational and vocational information. The traditional guidance program is organized around a collection of services that are administered in or through this facility, primarily if not exclusively by the counselor, with usually some clerical assistance.

The development and implementation of a comprehensive career guidance program based upon the life career development needs of students requires modification of both the career guidance facilities and the career guidance processes. Likewise, such changes in the career guidance program requires the restructuring of the roles and functions of existing personnel and new involvements and time commitments from the career guidance team members and support personnel. One approach to structuring and staffing a career guidance program is to organize a functional career guidance center.

Career Guidance Center

The career guidance center should be designed to be the hub of the career guidance activities in the school. Effective planning involving all facets of the educational community will lead to a center which provides a vital resource for all. In fact, if career is viewed as one's life, then the career guidance center becomes a life resource center. Viewed in this way, the impact of the center on school and community can be substantial.

A comprehensive career guidance center should bring together available career information/exploration resources and make them easily accessible to students. The center can be used for such activities as research, planning, self-exploration and group sessions. Students should be able to gain assistance in such areas as occupational planning, job entry and placement, financial aid information and post secondary educational opportunities.

Although the center should be available for use by students, school staff and community members, it should be student-centered and many of the center activities should be planned and directed by students. The center also should be valuable to teachers in their program planning. Employers too may find the center useful for interviewing students for part-time or full-time work.

Although the center as described here is for the secondary school, the concept may be modified and made applicable for either elementary or post secondary education. At the elementary level, the center might serve as the coordination center for classroom activities. The post secondary focus could be much the same as that of the secondary program.

If community members and parents are involved in the planning and implementation of the center, their interest could provide an impetus for the involvement of other community members. When parents and other community members become involved in facilities such as the career guidance center, they are able to have first hand experience with the educational process. Through these experiences new support for education can grow.

The career guidance center should be furnished in as comfortable a way as possible for all users of the center. Provision should be made for group as well as individual activities.

Coordination of the operation of the career guidance center should be the responsibility of the guidance staff. A school paraprofessional should become a part of the guidance team. This person

could organize and manage many of the center's activities as well as provide support services by coordinating many school and community career guidance activities. All school staff should be involved, and center personnel could include a large number of volunteers—both community members and students. This provides an excellent opportunity for the active involvement of these persons in the school program. Teachers and administrators also should be encouraged to participate. Their participation could provide students with the opportunity to get to know them on a more casual basis.

The activities of the career guidance center will be as varied as the people involved in its operation. Some of the activities ideally suited for processing through the center are

Career exploration groups
Occupational information resources (learning carrels)
Educational information catalogs and descriptive brochures
Peer counseling
Individual advisement
Community resource survey
Work exploration

Placement should be an integral part of the activities offered by the career guidance center. Through placement, the guidance staff or teachers can assist students in carrying out educational and occupational plans. This service can involve student placement in work exploration, cooperative education, part-time employment, entry level employment, volunteer programs and summer employment as well as post secondary programs.

It is necessary that placement be on-going, available throughout the year and free to all students, community members and employers. Placement information provided in the center may be utilized by elementary as well as secondary school students and personnel.

Placement should be performed by competent, professionally trained guidance personnel or teachers who are attuned to the employment world and keep up with changing economic, educational and social values. To be successful placement also will have to involve a number of people and material community resources.

One specialized staff member in the center should act as placement coordinator. His responsibilities could include the following.

- Conduct staff development sessions for school counselors and teachers on understanding the economics of local industry, child labor regulations, services of the Georgia employment service and follow-up activities.
- Solicit and maintain support of administration and instructional staff.
- Inform local employers of the placement services, cooperative and vocational-technical education programs and provide them with the names and telephone numbers of counselors and center personnel.
- Plan and conduct a well-organized public information program to keep parents, employers and community members informed of placement activities.
- Seek cooperation from community and civic organizations to encourage such events as career days, work-exploration activities, parent days and job preparation and entry job clinics.

- Organize and initiate follow-up activities with guidance and instructional staff; plan a method to maintain continuous contact with former students.

- Assist guidance staff and teachers in developing a system of job order forms, referral cards, reply cards and evaluation forms for employers and student evaluation forms to be used in placement.

There are several elements essential to a successful placement program—outreach to students, co-partnership with fellow educators and employers and meaningful follow-ups on which to build and adapt curricula. The following activities are suggestions for providing these elements.

1. **Outreach activities** involving such things as announcements concerning the placement posted on bulletin boards and broadcast over the school intercom system or local radio or television programs; assemblies for the placement coordinator to discuss the current job market, preparatory steps for job hunting and job interviews; student referrals to the center by counselors, teachers and administrators; and counseling and placement assistance for students who withdraw from school.

2. **Student assessment** including both formal and informal testing procedures to help students formulate goals, interests, abilities, achievements and personal characteristics.

3. **Community surveys** involving personal contact with individuals in industry, business, professions, private agencies and employment offices to provide up-to-date information for the community resource file in the center. This file can be used by educators and community members to identify possible locations for work exploration, on-site visits, classroom visitors and job placement. Other useful resources to be placed in the file can be found through the local Chamber of Commerce, civic organizations, personnel associations, businessmen's associations, parents and teachers.

4. **Structured experiences** preparing students for educational and occupational placement such as

   - filling out applications
   - interviews and telephone tips
   - testing—college entrance exams, civil service testing, employment examinations
   - appearance, salary, budgeting, benefits and unions.

5. **In-service activities** to help instructional staff relate their subject matter to the world of work and assist students in the development of appropriate work attitudes and understandings.

6. **Evaluation activities** including follow-up studies of former students.

Exemplary Activities

A comprehensive career guidance program based on the Life Career Development Model and the Career Guidance Processes schema (Figure 4) described in Chapter I will incorporate goal-related career guidance activities in each of the student outcome domains and will organize these activities in accordance with the Quality Control System for organizing processes. Since some of the guidance activities will necessarily relate to the development of staff competencies as a part of the System Support Service, the activities will only indirectly relate to student goals and outcomes.

The following sample activities are presented as examples of career guidance strategies that might be included as a comprehensive program. Those activities related to student outcomes are keyed to the domains and goal areas of the Life Career Development Model (Figure 3), and they are identified in accordance with the Career Guidance Processes schema depicted in Chapter I (Figure 4). Activities indirectly related to student goals are identified in terms of the Career Guidance Process Area only. All activities include a *description* of the activity, the *implementation* process and direct and shared *responsibilities* for the activity.

ACTIVITY: Business and industry visits

DOMAIN: Life career planning

GOAL AREA: Knowledge of the world of work

LEVEL: K-12

CAREER GUIDANCE PROCESS AREA: Curriculum-based content and strategies

DESCRIPTION

These visits will provide students with the opportunity to observe workers in their functional settings and can be a valuable learning experience. The perceptions students have about various kinds of work may have developed from limited information and may be quite unrealistic and inaccurate. On-site visits provide an opportunity to expand one's base of information.

This activity is relevant to students at all grade levels. Elementary students can learn how different people earn their living while senior high students can utilize the information gained to evaluate tentative vocational choices.

Business and industry visits require advance preparation as well as coordination between teachers, counselors and parents.

IMPLEMENTATION PROCESS

1. Businesses and industries that are available for on-site visits should be determined and a list of those encompassing a wide variety of occupations circulated among teachers and counselors.

2. The group involved and purposes to be accomplished by the visit should be carefully considered. Understanding the purposes and getting as much information as possible beforehand enables students to determine what to watch for in order that the visit will be meaningful to them.

3. A person in the business or industry to be visited must be contacted ahead of time to inform them of the nature of the group and the purpose of the trip in order that the trip will meet the students' needs.

4. All field visits will be followed-up as soon as possible. The group should share observations, perceptions and reactions, and a detailed study of the occupation or industry should be conducted through classroom and guidance activities.

RESPONSIBILITIES

The counselor should make arrangements for student visits and work with the teachers and students to coordinate visits. The counselor should also help teachers with follow-up and evaluation.

ACTIVITY: Career logs

DOMAIN: Life career planning

GOAL AREA: Career planning skills

LEVEL: 7-12

CAREER GUIDANCE PROCESS AREAS: Individual development responsibilities and curriculum-based content and strategies

DESCRIPTION

Through keeping a "self-record" of abilities, values, interests and work experience over a period of time, students gain insights which will help them develop career goals. The log allows the student to project any occupational interests and over a period of years can provide a pattern to show how he has changed as a result of experiences. This information can be most helpful in establishing goals.

IMPLEMENTATION PROCESS

1. The log can be introduced by either the teacher or counselor.

2. In the classroom, the purpose of career logs will be carefully explained so students can see its relevance to career development. The counselor or teacher can suggest basic areas to be covered in the log—e.g. what they enjoy doing most, work experience, thoughts on values, abilities.

3. Discussions of logs may be held with counselors during individual or group counseling sessions. The counselor may help students view their entries in light of patterns of development.

ACTIVITY: Counselor's mailbox

DOMAIN: All domains

LEVEL: K-12

CAREER GUIDANCE PROCESS AREA: On call responsive

DESCRIPTION

The mailbox is designated for students to leave notes to the counselor or make self-referrals. It may be an actual mailbox set up in a hall or it may be the counselor's mailbox in the central office.

IMPLEMENTATION PROCESS

1. Designate a place for the mailbox.

2. Publicize the purpose and placement of the mailbox to all the students through a school newspaper, a school bulletin or posters.

RESPONSIBILITIES

The counselor will be responsible for implementation of the mailbox.

ACTIVITY: DUSO Kit

DOMAIN: Interpersonal effectiveness

GOAL AREA: Relationship skills

LEVEL: K-3

CAREER GUIDANCE PROCESS AREA: System support and curriculum-based content and strategies

DESCRIPTION

"Developing Understanding of Self and Others" (DUSO) is a developmental guidance kit which is used by classroom teachers in grades K-3. It can also be used by counselors or others with small groups of students.

DUSO is the first of two developmental kits based on the Adlerian model of psychology. DUSO activities make extensive use of listening, inquiry and discussion approaches to learning.

As the title indicates, the activities concentrate on helping students understand themselves as well as others.

Components of a DUSO Kit D-1 include storybooks, posters, records or cassettes, puppet and role playing cards and puppets. The teacher's manual offers excellent suggestions for using the kit.

IMPLEMENTATION PROCESS

1. The counselor organizes and conducts staff development sessions in the use of the DUSO Kit. All K-3 teachers, aides and paraprofessionals should be included. Librarians and music teachers should be included in all phases of the program.

2. Following staff development sessions, the counselor assists classroom teachers in implementing the DUSO Kit in their instructional programs.

3. After program is initiated, the counselor will talk with classroom teachers to identify students who may benefit most from small group sessions. The counselor will establish and conduct these groups.

4. The counselor will determine and carry out follow-up and evaluation methods for the program.

MATERIALS

- "Developing Understanding of Self and Others: D-I"

RESPONSIBILITIES

Counselors: staff development, group sessions, follow-up and evaluation

Classroom Teachers: implement DUSO in their instruction program.

Librarian: provide supplementary reading material as designated in DUSO manual.

Music Teacher: provide opportunity for students to learn DUSO songs.

ACTIVITY: Individual advisement program

DOMAIN: Life career planning

GOAL AREA: Personal characteristics (awareness and development)

LEVEL: K-12

CAREER GUIDANCE PROCESS AREA: Individual development responsibilities and system support services

DESCRIPTION

This program provides each student with personal contact with a staff member for the purpose of personal assessment, planning and evaluation.

IMPLEMENTATION PROCESS

1. The counselor and administrator plan and organize the individual advisement program, e.g., deciding methods of assigning advisor-student conferences, providing time for contacts, staff development sessions and evaluation techniques.

2. The counselor should organize and conduct staff development sessions to introduce program to staff. Together counselor and staff will set over all goals and objectives and discuss responsibilities of students and advisors. The counselor familiarizes staff with various assessment techniques, such as Holland's "Self Directed Search" and Crites' "Career Maturity Inventory," and occupational and educational materials available in the career resource center. All staff should participate in advisor-student assignments.

3. The counselor will provide staff members with continued assistance through staff conferences.

4. The counselor will act as a referral agent for students' specific needs.

5. The counselor will make provision for regular follow-up and evaluation activities.

MATERIALS

- Assessment instruments
- Occupational and educational materials found in career resource center

RESPONSIBILITIES

Counselors: planning, staff development, evaluation

Administrators: assist in planning and implementation.

Staff members: carry out program.

Community members: act as resources for advisement program.

ACTIVITY: Decision-making and value clarification kits

DOMAIN: Life career planning

GOAL AREA: Decision-making skills

LEVEL: 7-12

CAREER GUIDANCE PROCESS AREA: Curriculum-based content and strategies and system support services

DESCRIPTION

Several developmental kits have been published to increase decision-making skills and to enhance value clarification.

Three of these have been selected for presentation in this activity.

1. "Search for Values": The high school portion of the "Dimensions of Personality" series. Activities in the kit include a recording of daily value decisions in the form of a diary. Thus, students begin looking at their lives and the influence their values have on them. Individual as well as group activities are included.

2. "Career Decisions": This kit published by the J. C. Penny Company, aids students in becoming aware of the many influences upon job choice. Elements of occupational choice such as personal assessment, job attitudes, values and job market are examined.

3. "Deciding": Published by College Entrance Examination Board, this program is intended for use with junior and senior high school students to help them learn more about themselves and about a systematic process for making decisions. Counselors, teachers and other educators who wish to teach decision making will find this kit very helpful.

IMPLEMENTATION PROCESS

1. To prepare for this activity, the counselor should become familiar with the suggested kits as well as other decision-making and value clarification materials.

2. The counselor and administrators should plan and implement a staff development session.

3. The counselor and classroom teachers will plan individual classroom decision-making and value clarification programs.

4. The counselor should assist teachers with specific implementation problems and supply additional resources.

5. The counselor will organize small group activities for students who need additional skills in decision-making.

6. The counselor and classroom teacher will plan follow-up and evaluation activities.

MATERIALS

- "Career Decisions." Gelatt, Varenhorst, Carey.

- "Deciding." College Entrance Examination Board, 1972.
- Programs for Educational and Career Exploration (PECE), University of Georgia, 1970.
- "Search for Values." Pflaum/Standard, 1972.

RESPONSIBILITIES

Counselors: staff development, group sessions, follow-up, evaluation

Classroom teachers: plan, implement and evaluate program for decision-making and value clarification.

Administrators: plan staff development sessions with counselor.

ACTIVITY: Consumer decision-making

DOMAIN: Work and life skills

GOAL AREA: Consumer skills

LEVEL: 7-12

CAREER GUIDANCE PROCESS AREA: Curriculum-based content and strategies

DESCRIPTION

Since consumers of today are required to make more decisions than ever before, the ability to make effective decisions has become a mandatory requirement. In preparing students for the future, schools must include consumer education in the curriculum.

One of the materials currently available for teaching consumer decision making is "Dynamic Consumer Decision Making" published by the J. C. Penny Company, Inc. This program helps students understand that the quality of their lives and environment is affected by their consumer decisions.

IMPLEMENTATION PROCESS

1. To prepare for this activity, the counselor should become familiar with the suggested kit as well as other consumer decision-making materials. New materials are rapidly becoming available.

2. The counselor will work with the social studies and home economics staff to plan and implement a program of consumer decision making.

3. The counselor will be responsible for supplying additional materials and resources.

4. The counselor, social studies and home economics teachers and students will plan follow-up and evaluation activities.

MATERIALS

- "Dynamic Consumer Decision Making," J. C. Penny Company, 1972.
- "Advertising and Consumer Motivations," J. C. Penny Company, 1972.

Filmstrips

- "The Consumer Series"

  "Our Role as Consumers"

  "Consumers in the Market Place"

  "Consumers in Action"

RESPONSIBILITIES

Counselors: planning, implementation, follow-up, evaluation

Social studies and home economics teachers: plan, implement and evaluate program with counselor.

Community members: serve as resources by providing speakers and on-site visits.

RESOURCES

The following resources were used in the preceding activities. An annotation of the contents of these resources is provided.

Career Awareness and Exploration

Peoria Public Schools
3202 North Wisconsin Avenue
Peoria, Illinois 61603

The aim of *Career Awareness and Exploration* is "to help the student gain experience and skills necessary to understand himself, his environment and his relationship to his environment; to relate school subjects to happenings outside the school; to develop socially, culturally and academically; and for eventual employability." It focuses on the teacher as planner and provider of opportunities for experiences. Goal statements are presented, and details are given to aid the teacher in organizing study units around the themes of career development and exploration.

Deciding: A Leader's Guide

H. B. Gelatt, Barbara Varenhorst, Richard Carey
College Entrance Examination Board, 1972

Deciding: A Leader's Guide "consists of three units that contain activities and exercises designed to present decision-making principles to students that they can apply directly to their life choices." These three units are values, information and strategy. Values deals with such things as a definition of values, clarification of own values and converting values into objectives for use in making decisions. Information aids the student in "learning to find information about each part of the decision and evaluating that information." Strategy deals with "calculating the risks associated with each considered alternative and applying what has been learned to making the decision."

This book may be purchased at a cost of $2.00 per copy from the Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

Developing Understanding of Self and Others

Don Dinkmeyer

Developing Understanding of Self and Others (DUSO) Kits D-1 and D-2 are programs of activities with accompanying kits of materials, designed to stimulate social and emotional development. DUSO Kit D-1 is organized around themes such as understanding others, understanding choices and consequences, etc. DUSO Kit D-2 focuses on themes such as "toward self identity," "toward self reliance" and "toward competence." Both kits utilize such media as records, story books, tapes, puppets, etc.

Each complete kit costs $95.00 and can be purchased from American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

Dictionary of Occupational Titles, Volume I & II

U. S. Department of Labor
U. S. Government Printing Office
Washington, D.C.

Volume I of the dictionary contains the numerical classification system for each of the occupations listed. Volume II contains a brief description of these occupations. Included in Volume II is information relating to training time, aptitudes, interests, temperaments, physical demands and working conditions for each of the occupations.

Dynamic Consumer Decision-Making

Career decisions, finding, getting and keeping a job, an introduction to Value Clarification

Educational and Consumer Relations Department
J. C. Penny Company, Inc.
Avenue of the Americas
New York, New York 10019

These kits include film strips, student worksheets, records, tapes, posters, transparencies and booklets. "An introduction to value clarification" deals with how the individual thinks about and acts on his personal values. It consists of eight exercises to aid the student in thinking about value-laden choices. *Dynamic Consumer Decision-Making* deals with the value of information in decision-making. The student learns to understand his own decisions, how they affect him and the world around him. The "Career Decisions" kit deals with how to find and keep a job. The student becomes aware of the many influences on his job choice: self, world of work and the many interactions between them. It also deals with various activities involved with actually getting a job.

Encounter in the Classroom: New Ways of Teaching

Elizabeth Holt
New York: Holt, Rinehart and Winston, 1971

This book deals with the use of microlabs in the classroom. Microlabs are activities which foster openness and trust and encourage a sharing and caring atmosphere in the classroom. The book details how to set microlabs up and suggests topics for interaction.

Focus on Self-Development

Judith L. Anderson, Carole J. Lang, Virginia R. Scott, Patricia Miner, Melody Henner, Palo Alto: SRA, 1970, 1, 2

Focus on Self-development consists of three kits: Stage One: Awareness; Stage Two: Responding; and Stage Three: Involvement. Stage One: Awareness centers around awareness of self, awareness of others and awareness of environmental influences. Stage Two: Responding is concerned with stimulating active response to the concepts presented. Some of these concepts include abilities and limitations, goals, social influences, etc. Stage Three: Involvement deals with such topics as making pupils aware of their own involvement, helping them accept and understand others better and helping them make decisions concerning their future involvement. All three kits utilize various media such as film strips, cassettes, records and photoboards.

Helping and Human Relations, Volumes I & II

Robert R. Carkhuff
New York: Holt, Rinehart and Winston, 1969

"The two volumes of this text attempt to make operational the critical phases of effective human relations, keeping fully in focus the questions of right, responsibility and role in intervening in the

life of another person." Volume I deals with selection and training. It includes an examination of the present state of affairs in the helping professions, a model for the development of psychological health and psychotherapy, development of procedures for selecting helpers, the development of training procedures and a summary and overview.

Volume II deals with practice and research. It includes literature on the current state of affairs in the treatment processes, effective modes of treatment, an inquiry into some issues and problems and a summary and overview.

How to Use Contingency Contracting in the Classroom

Lloyd Homme
Research Press, 1969

How to Use Contingency Contracting in the Classroom is a programmed learning text. It deals with contingency contracting, a principle to motivate learning in which "conditions are arranged so that the child gets to do something he wants to do following something you want him to do." The book outlines rules and procedures to follow when using the method in the classroom such as contracting and the curriculum, preparation of materials and correcting contract malfunctions.

Job Family Series Booklets

Science Research Associates
359 Erie Street, East
Chicago, Illinois 60611

These 48-page booklets group jobs by common factors such as interest and skill. They are aimed at grades nine-adult and help broaden the student's occupational considerations. Some fields covered include agriculture, clerical work, health, performing arts and technical work.

Life Career Game

The *Life Career Game* is an aid to students in learning the meaning of planning in their lives. It concentrates on the areas of future, education, vocation, family and leisure. The information used in the game, the individual manipulates the life of a hypothetical student in such areas as choosing educational programs, getting married, applying for jobs and experiencing unplanned events.

The game may be purchased at a cost of $6.00 from the Educational Materials Center, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California 94306.

Little Miss Muffet Fights Back

Feminists on Children's Media
P. O. Box 4315
Grand Central Station
New York, New York 10017

This is an annotated bibliography of "non-sexist books about girls for young readers." It is divided into fiction and non-fiction sections as well as specific interest areas such as mystery and animal stories. Books for all ages are included.

Peer Counseling in the Secondary Schools: A Community Mental Health Project for Youth

Beatrix S. Hamburg and Barbara B. Varenhorst
American Journal of Orthopsychiatry, 42 (4), July 1972, p. 566-581

"Peer Counseling in the Secondary Schools" is an article dealing with a program to train students, junior high and high school, to help each other with personal problems. The article outlines a rationale for peer counseling, a description of the program, some of the steps of program implementation, the training curriculum for peer counselors and an evaluation of the program.

Schools Without Failure

William Glasser
New York, Harper and Row, 1969

"This book applies Dr. Glasser's theories of Reality Therapy to contemporary education." He maintains that today's education is failure-oriented which leads to delinquency or withdrawal on the part of some children. Dr. Glasser has new innovations with which to reach these children. He utilizes discipline, but no punishment, and aims toward positive involvement and individual responsibility. One of his major tools is the use of the class as a counseling group through which growth can be facilitated and problems solved.

Search for Values: A Dimensions of Personality Program for High School and Adult Education

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

Search for Values is designed to help students sort out their actions and feeling about the world within and around them. This is a kit to aid the student in taking a look at the values he holds, where they came from and how he can form new ones. It deals with the concepts of time, competition, authority, personal spaces, commitment, relationship and images. There are 44 activities involving large and small group discussions, one-to-one experiences, role-playing activities and keeping a diary.

The *Search for Values* program costs approximately $45.00 per kit which includes all materials plus 77 spirit masters and a 112-page teacher text. The program is sold as a total package only.

Teaching for Career Development in the Elementary School: A Life Centered Approach

Walter Wernick
Worthington, Ohio
Charles A. Jones Publishing Company, 1973

"The book explains what career development entails, why career education activities are necessary in the elementary school and how plans can be developed within a variety of educational settings." It deals with topics such as designing instructional activities for career development, developing the art of teaching in career education, evaluating career education and many more. The intent of the book is to stimulate creativity on the part of the teacher. An extensive appendix includes sample forms and various activities which could be utilized in the teaching of career development.

Winks and Tickles or a Few Suggestions for Getting Started

ABLE Model Program
Dr. Walter Warnick
Project Director
Northern Illinois University
DeKalb, Illinois 60115

Winks and Tickles is a manual outlining a process for forming an organizing center. An organizing center is anything around which one can plan a course of study. In this case, the world of work is the focus of the organizing center. The author utilizes a three dimensional framework emphasizing "(1) accessibility: what kinds of materials are available to the learner, (2) accomplishment: what kinds of performance opportunities are open to the learner and (3) mobility: what content areas (subjects) can emerge from this idea?" These three concepts are expanded and comprise the main body of the manual.